

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter covers the detail information of the research methodology, which comprises; research design, research subject, research instrument, data collection, and data analysis. Thus, it will be elucidated as below:

#### **3.1 Research Design**

Creswell (2009) declared that research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. There are three types of research designs, those were; qualitative, quantitative, and mixed methods. Qualitative research can be used as a means to explore and deepen our understanding about certain phenomena. Quantitative research was as a means for testing objective theories by examining the relationship among variables that can be measured using statistical procedures. The combination of qualitative and quantitative approaches in a study called mixed method (Creswell, 2009).

In this current study, the researcher used qualitative research to describe the implementation of the teaching strategies used by the English teacher in teaching English for the student with Emotional and Behavioral Disorders at SD Satu Atap Summersari 1 Malang Inclusive School.

### **3.2 Research Subject**

The subject of this study was the English teacher who taught the fifth grade male student with Emotional and Behavioral Disorders at SD Satu Atap Summersari 1 Malang Inclusive School.

### **3.3 Data Collection**

The most common data collection techniques applied in qualitative research design were observation, interview, and document or artifact analysis (Ary et al., 2010). Those were mentioned in detail as follows:

#### **3.3.1 Technique and Instrument**

In this study, the researcher used observation and interview as a means to collect the data of teaching strategies for the student with Emotional and Behavioral Disorders (EBD) used by the English teacher in inclusive school, as follows:

##### **3.3.1.1 Observation**

Observation is a complete description of phenomena in a specific setting rather than a numeric summaries, it also relies on narrative or words to describe the phenomena (Ary et al., 2010). In addition, Ary et al (2010) divided the observation into two types, such as; participant observation and non-participant observation. Participant observation means the observer was really participate directly in the situation or setting that being observed. Meanwhile, based on Williams (2014), non-

participant observation means the observer did not participate directly in the phenomena or situation that being observed but rather “sit on the sidelines”, and watch.

Therefore, an observation was applied in this research as a means to gather the data of what teaching strategies used by the English teacher in teaching English for the student with Emotional and Behavioral Disorders at SD Satu Atap Summersari 1 Malang Inclusive School and also how she implements it. This research applied non-participant observation due to in this research the researcher did not participate directly in the teaching and learning activity. In this case, the researcher only acted as an observer in which the researcher just need to paid attention and observed the way the English teacher taught the student with EBD in the class.

Field notes used by the researcher when did the observation. According to Ary et al (2010), the field notes or brief notes are used to complete the data from the interview during observations in class. Descriptive and reflective parts are the components of the common method to collect the data with field notes. Descriptive part is a full explanation of interpersonal relationships, settings, and incident reports. Reflective part is personal impression about data analysis toward records of events, ethical issues, speculations, and research methods, which include picture notes, video and audio recordings (Ary et al., 2010). On the field notes, the researcher described what are teaching strategies that the English teacher used for the student with EBD, and also the implementation in the class. The researcher used table to manage the field notes observation.

### **3.3.1.2 Interview**

Interview was a qualitative method used to collect the data from people related to the opinions, beliefs, and feelings of phenomena on their own words (Ary et al., 2010). Hence, there were three kinds of interview, those were; structured interview; in which the interviewer knows in advance the question to ask and scheduled for the specific purpose of getting certain information, semi structured interview; in which the interviewer has more freedom to pursue hunches and can improvise the questions during the interview process, unstructured interview is a conversational type of interview in which the question arise from the situation.

Therefore, in this research the researcher used semi structured interview. Semi structured interview was selected due to the researcher had prepared or scheduled the questions which will be asked to the research subject and this interview does not only focus on the questions that have been listed but provides an open opportunity to discuss other topics in more detail than the list.

### **3.3.2 Procedure**

In gathering the data, the researcher takes five steps as follows:

1. The researcher prepared the field note for observation.
2. The researcher observed the classroom activity during teaching and learning process to know what kind of teaching strategies used and how the teacher implements it.
3. The researcher prepared interview guideline for the interview.

4. The researcher did the interview with the English teacher related to the teaching strategies which was used by the teacher.
5. The researcher transcribed the interview.

### **3.4 Data Analysis**

When gathering the data has been done, the researcher then analyzed it in the following steps:

1. Identifying the teaching strategies that used by the teacher in the class.
2. Analyzing the teaching strategies found by the researcher.
3. Transcribing the data from the interview session.
4. Identifying the teaching strategies that used by the teacher and how the teacher implements it.
5. Analyzing the teaching strategies that used by the teacher and how the teacher implements it.
6. Drawing conclusions.